

LOCKHART SCHOOLS

212 Lockhart Drive
Lockhart, SC 29364

GRADES K-12 Elementary School

ENROLLMENT 157 Students

PRINCIPAL Glenn Hibbard 864-545-6501

SUPERINTENDENT Dr. Thomas White 864-429-1740

BOARD CHAIR Mrs. Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	39	3	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

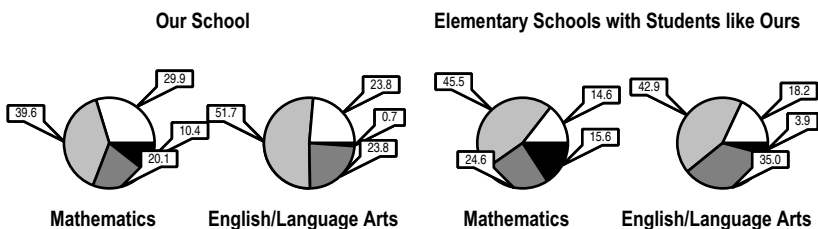
FOR MORE INFORMATION, VISIT WEBSITES AT:




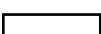
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	29	26	30
Percent satisfied with learning environment	100.0%	84.6%	86.7%
Percent satisfied with social and physical environment	100.0%	88.5%	93.1%
Percent satisfied with home-school relations	92.9%	96.2%	79.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	62	98.4	23.8	51.7	23.8	0.7	24.5	17.6
Gender								
Male	29	96.6	27.4	52.1	20.5	N/A	20.5	17.6
Female	33	100.0	20.0	51.4	27.1	1.4	28.6	17.6
Racial/Ethnic Group								
White	55	98.2	20.8	53.8	24.6	0.8	25.4	17.6
African-American	6	100.0	58.3	25.0	16.7	N/A	16.7	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	54	98.1	18.9	53.5	26.8	0.8	27.6	17.6
Disabled	8	100.0	62.5	37.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	62	98.4	23.8	51.7	23.8	0.7	24.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	62	98.4	23.8	51.7	23.8	0.7	24.5	17.6
Socio-Economic Status								
Subsidized meals	29	96.6	28.3	56.7	15.0	N/A	15.0	17.6
Full-pay meals	33	100.0	20.5	48.2	30.1	1.2	31.3	17.6

Mathematics								
All students	62	98.4	29.9	39.6	20.1	10.4	30.6	15.5
Gender								
Male	29	96.6	28.8	42.5	19.2	9.6	28.8	15.5
Female	33	100.0	31.0	36.6	21.1	11.3	32.4	15.5
Racial/Ethnic Group								
White	55	98.2	26.7	41.2	21.4	10.7	32.1	15.5
African-American	6	100.0	58.3	25.0	8.3	8.3	16.7	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	54	98.1	24.2	41.4	22.7	11.7	34.4	15.5
Disabled	8	100.0	75.0	25.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	62	98.4	29.9	39.6	20.1	10.4	30.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	62	98.4	29.9	39.6	20.1	10.4	30.6	15.5
Socio-Economic Status								
Subsidized meals	29	96.6	35.0	38.3	23.3	3.3	26.7	15.5
Full-pay meals	33	100.0	26.2	40.5	17.9	15.5	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	21	N/A	14.3	42.9	42.9	N/A	42.9
	Grade 4	28	N/A	25.0	50.0	25.0	N/A	25.0
	Grade 5	21	N/A	9.5	71.4	19.0	N/A	19.0
	Grade 6	17	N/A	17.6	64.7	11.8	5.9	17.6
	Grade 7	30	N/A	13.3	43.3	40.0	3.3	43.3
	Grade 8	25	N/A	28.0	60.0	12.0	N/A	12.0
2003	Grade 3	N/A	0.0	6.7	46.7	40.0	6.7	46.7
	Grade 4	N/A	0.0	33.3	45.8	20.8	N/A	20.8
	Grade 5	N/A	0.0	25.0	71.4	3.6	N/A	3.6
	Grade 6	N/A	0.0	15.0	40.0	45.0	N/A	45.0
	Grade 7	23	95.7	28.6	57.1	14.3	N/A	14.3
	Grade 8	39	100.0	25.7	45.7	28.6	N/A	28.6

Mathematics								
2002	Grade 3	21	N/A	9.5	38.1	42.9	9.5	52.4
	Grade 4	28	N/A	28.6	53.6	10.7	7.1	17.9
	Grade 5	21	N/A	23.8	47.6	9.5	19.0	28.6
	Grade 6	17	N/A	17.6	70.6	5.9	5.9	11.8
	Grade 7	30	N/A	30.0	40.0	26.7	3.3	30.0
	Grade 8	25	N/A	32.0	56.0	8.0	4.0	12.0
2003	Grade 3	N/A	0.0	20.0	33.3	20.0	26.7	46.7
	Grade 4	N/A	0.0	44.0	48.0	8.0	N/A	8.0
	Grade 5	N/A	0.0	21.4	64.3	14.3	N/A	14.3
	Grade 6	N/A	0.0	20.0	25.0	35.0	20.0	55.0
	Grade 7	23	95.7	28.6	42.9	14.3	14.3	28.6
	Grade 8	39	100.0	37.1	22.9	28.6	11.4	40.0

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 157)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.6%	Down from 2.6%	2.5%	2.4%
Attendance rate	96.6%	Up from 96.2%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.8%	Down from 14.4%	21.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.2%	Up from 7.7%	7.3%	8.0%
Older than usual for grade	7.0%	Up from 5.1%	0.7%	1.1%
Suspended or expelled	0.0%	Down from 1.0%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	62.5%	Up from 60.9%	54.3%	50.0%
Continuing contract teachers	91.7%	Up from 91.3%	90.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.1%	Down from 88.6%	88.9%	86.2%
Teacher attendance rate	93.1%	Down from 96.1%	95.5%	95.3%
Average teacher salary	\$41,158	Up 0.4%	\$41,076	\$39,909
Prof. development days/teacher	7.1 days	Up from 6.8 days	10.7 days	11.4 days

School				
Principal's years at school	5.0	Up from 3.0	4.5	4.0
Student-teacher ratio	18.4 to 1	Up from 9.2 to 1	19.7 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 91.3%	90.3%	89.7%
Dollars spent per pupil*	\$6,178	Up 4.3%	\$5,616	\$5,892
Percent spent on teacher salaries*	62.2%	Up from 61.9%	66.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.9%	Down from 98.4%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an exciting year at Lockhart Schools. Our students showed improvement academically and artistically. They engaged in a number of service learning activities such as Relay For Life, March Of Dimes and the Salvation Army Food Drive as well as other community projects. Among our accomplishments are:

Lockhart Schools was awarded \$10,000 for having one of the largest SAT gains in the state. The 2002 senior class had a 126-point increase score over the previous senior class.

25 percent of the students in grades 3-5 earned the Superintendent's Honor Roll Medal.

85 percent of the students participated in at least one service-learning activity at school or in the community.

70 percent of the students participated in two musical programs and/or the Arts Festival.

Many students participated in the Governor's Reading Honor Roll Program.

Teachers worked very hard this year to promote a strong home/school relationship program. Some sent home a weekly syllabus that listed SC Standards, lessons taught, scheduled tests, and homework assignments. An Internet web page informed parents of the staff, programs, tests results, events, and links to testing information, research and state and national educational agencies. The School Improvement Council and teachers continue to monitor and revise the five-year school-renewal plan. Many improvements were made to the football stadium, the breezeway, and the playground to enhance student, staff, and community pride.

The Teacher of the Year representing the elementary school was Mrs. Susan Smith, sixth grade teacher. She is credited for being well prepared, and an excellent classroom manager who always requires her students to focus on their lessons. Mr. Shane Boyd, math teacher, was selected as the Teacher of the Year for the secondary level. He was recognized for his dedication, rapport with students, and his ability to motivate them to do their best in every challenge. He is sponsor of the "Battle of the Brains" contestants and coaches the LHS Junior Varsity and Varsity basketball teams. Mrs. Dalene Parker, LHS English Teacher, writing consultant, and author of many published articles, received the prestigious National Board Certification.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.